

Board Approval Date:

Course Title: French A

Course Description: A comprehensive introduction to the practical use of the target language of French, which explores both the self and the world around students through the lens of the culture of French speaking countries.

Course Sequence & Pacing

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Communicating in the French Speaking World: Getting Acquainted/Exploring the French Speaking World	21	Unit 3: Day In/Day Out: Telling Time/Explaining When Events Take Place
2	Unit 1: Communicating in the French Speaking World: Getting Acquainted/Exploring the French Speaking World	22	Unit 3: Day In/Day Out : Telling Time/Explaining When Events Take Place
3	Unit 1: Communicating in the French Speaking World Getting Acquainted/Exploring the French Speaking World	23	Unit 3: Day In/Day Out: Telling Time/Explaining When Events Take Place
4	Unit 1: Communicating in the French Speaking World: Discussing Nationality and Origin/Showing Respect	24	Unit 3: Day In/Day Out: Exploring New Orleans/Celebrating Mardi Gras
5	Unit 1: Communicating in the French Speaking World:	25	Unit 3: Day In/Day Out: Expressing the Day and Date

	Discussing Nationality and Origin/Showing Respect		
6	Unit 1: Communicating in the French Speaking World: Discussing Age/Giving and Understanding Phone Numbers	26	Unit 3: Day In/Day Out: Expression the Day and Date
7	Unit 1: Communicating in the French Speaking World: Discussing Age/Giving and Understanding Phone Numbers	27	Unit 3: Day In/Day Out: Discussing the Weather and Seasons
8	Unit 1: Communicating in the French Speaking World: Identifying and Describing Friends and Family/ Celebrating Birthdays and Milestones/ Exploring the French Family Unit	28	Unit 3: Day In/Day Out: Discussing the Weather and Seasons
9	Unit 1: Communicating in the French Speaking World: Identifying and Describing Friends and Family/ Celebrating Birthdays and Milestones/ Exploring the French Family Unit	29	Unit 4: School Life and Leisure Activities: Describing Daily Activities/Stating Preferences
10	Unit 1: Communicating in the French Speaking World Identifying and Describing Friends and Family/ Celebrating Birthdays and Milestones/ Exploring the French Family Unit	30	Unit 4: School Life and Leisure Activities: Describing Daily Activities/Stating Preferences

Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Food and Feasts: Ordering Foods and Drinks Preparing French Foods	31	Unit 4: School Life and Leisure Activities: Describing Daily Activities/Stating Preferences
12	Unit 2: Food and Feasts: Ordering Foods and Drinks Preparing French Foods	32	Unit 4: School Life and Leisure Activities: Describing Daily Activities/Stating Preferences
13	Unit 2: Food and Feasts: Ordering Foods and Drinks Preparing French Foods	33	Unit 4: School Life and Leisure Activities: Accepting and Declining Invitations/Phone Etiquette
14	Unit 2: Food and Feasts: Ordering Foods and Drinks Preparing French Foods	34	Unit 4: School Life and Leisure Activities: Accepting and Declining Invitations/Phone Etiquette
15	Unit 2: Food and Feasts: Comparing French and American Mealtimes and Food Trends	35	Unit 4: School Life and Leisure Activities: Discussing What People are Doing
16	Unit 2: Food and Feasts: Comparing French and American Mealtimes and Food Trends	36	Unit 4: School Life and Leisure Activities: Discussing What People are Doing
17	Unit 2: Food and Feasts: Using and Understanding French Currency	37	Unit 4: School Life and Leisure Activities: Discussing What People Are Doing
18	Unit 2: Food and Feasts: Using and Understanding French Currency	38	Unit 4: School Life and Leisure Activities: Comparing French and American Schools
19	Unit 2: Foods and Feasts: Using and Understanding French Currency	39	Unit 4: School Life and Leisure Activities: Comparing French and American Schools
20	Unit 2: Foods and Feasts: Recognizing French Holidays and Celebrations	40	Unit 4: School Life and Leisure Activities: Comparing French and American Schools

Stage 1 Desired Results

Unit Title #1 : Communicating in the French Speaking World

Unit Summary: Students will learn how to communicate with and introduce friends and family, introduce themselves and others, give their age and the age of others, understand the French speaking world, compare French and American greetings, and compare French and American ideas concerning friends and family.

Unit Learning Targets

NJSLS Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
 - 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcrums for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être and avoir* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

<p>Writing: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Reading: RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	
<p>Climate Change: <i>(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here</i></p>	
<p>Unit Essential Questions: How are languages other than English used to communicate? How will learning another language broaden my horizons and be useful in other aspects of life? Why are family celebrations and milestones important? How does the family differ from one culture to another?</p>	<p>Unit Enduring Understandings: Learning a different language/culture leads to greater understanding of one's own language and culture.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Cultural perspectives are gained by using the language and through experience with its products and practices.</p> <p>Language connects people.</p> <p>Family relationships, traditions, and celebrations vary throughout the regions of the world.</p>
<p>Students will know vocabulary related to: Greetings, salutations and leave takings Terms of respect Expressions of feeling</p>	<p>Students will be able to: <i>(Verb Bloom's Taxonomy)</i> Conjugate the verbs être et avoir in their singular forms. Describe themselves and others Identify and introduce people</p>

<p>Age</p> <p>Friends and family members</p> <p>Numbers through 100</p> <p>Nationalities</p> <p>Getting acquainted</p> <p>The French speaking world</p> <p>Noun/adjective agreement</p> <p>Singular conjugations of être and avoir</p> <p>Tu vs Vous (formal vs informal)</p> <p>Reflexive verbs (for introductions)</p> <p>Prepositions a and de</p> <p>Singular subject pronouns</p> <p>Casual questions</p> <p>Singular articles</p> <p>French idiomatic and daily expressions</p>	<p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Compare their culture, rituals, celebrations and lifestyles to those of teenagers in French speaking countries</p> <p>Identify Francophone countries</p> <p>Validate the study of French</p> <p>Construct simple questions to ask others about themselves and their friends/family</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Use idiomatic expressions appropriately</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>
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Stage 2 Assessment Evidence

Summative Assessments: Unit 1 Test: listening comprehension, vocabulary recall, written expression

Oral Interview: Students are given a new identity and complete an interview with the teacher.

Formative Assessments: Mot du jour quizzes

Dialogues formal and informal

Teacher observation during class activities

Listening comprehension

Writing prompts
 Informal presentations
 TPR
 Stations (Circuit)
 Reading comprehension
 Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments: Unit 1 Test

Alternative Assessments: Oral Interview

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<p><i>(Number Only)</i> 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1: 7.1.NL.IPERS.2: 7.1.NL.IPERS.3: 7.1.NL.IPERS.4: 7.1.NL.IPERS.5: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 9.4.8.CI.4</p>	<p>Getting Acquainted Exploring the French Speaking World</p>	<ul style="list-style-type: none"> ● Identify vocabulary related to introductions, greetings, and leave takings through listening comprehension activities, the textbook, and guided readings. ● Greet others, take leave, and introduce oneself, using target vocabulary, in guided conversations. ● Identify expressions of feeling through picture prompts and conversations. ● Describe how one is feeling using target language vocabulary. 	<p>3 weeks</p>

<p>RST.6-8.2 8.1.2.NI.1 8.1.2.NI.2</p>		<ul style="list-style-type: none">● Comprehend native speakers as they discuss greetings, introductions, and feelings.● Respond to questions posed by native speakers using target vocabulary.● Identify numbers through hands-on and digital games, and listening comprehension activities.● Recite numbers through 10 through choral response and oral activities.● Recognize the countries that comprise the French Speaking World through education videos, textbook readings, and map skills.● Locate France on the World and European map.● Identify and locate France's border countries, rivers, mountain ranges, lakes, and major cities through cultural videos and map creation.● Highlight diversity in France and the French Speaking World through textbook readings, class discussion, and cultural videos.	
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		<ul style="list-style-type: none"> ● Identify the letters and accent marks that comprise the French alphabet through listening activities, dictation, and hands-on activities with manipulatives. ● Pronounce the French letters and accents through oral repetition, spelling one’s name and guided speaking prompts. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Compare the first day of school in France to the first day of school in the U.S. through cultural videos and discussions. ● Validate the study of the French language and culture through textbooks readings, authentic readings, short videos, and class discussions. 	
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4</p>	<p>Discussing Nationality and Origin</p> <p>Showing Respect</p>	<ul style="list-style-type: none"> ● Identify numbers through 20 through choral response, hands-on and digital games, listening comprehension activities and speaking practice. ● Use numbers through 20 in guided conversations and Q&A sessions. 	<p><i>2 weeks</i></p>

<p>7.1.NL.IPERS.5 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 RST.6-8.2.</p>		<ul style="list-style-type: none"> ● Identify target vocabulary related to nationality and origin through readings, the textbook, direct instruction, and listening comprehension activities. ● Use vocabulary of nationality to converse with others, respond to questions posed by native speakers, and describe oneself in written form. ● Address people with appropriate titles of respect through guided oral activities and speaking prompts. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Differentiate between tu and vous through listening comprehension, guided oral practice, and authentic video activities. 	
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4</p>	<p>Discussing Age Understanding Phone Numbers</p>	<ul style="list-style-type: none"> ● Comprehend conversations containing numbers through 69. ● Identify numbers through 69 through choral response, hands-on and digital games, listening comprehension activities. 	<p><i>2 weeks</i></p>

<p>7.1.NL.IPERS.5: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 RST.6-8.2</p>		<ul style="list-style-type: none"> ● Use numbers to 69 when giving phone numbers, amounts, and ages, during speaking practice and role-plays. ● Recognize the format for phone numbers from different French speaking countries, through textbook and cultural readings and advertisements. ● Differentiate between Quebecois phone numbers and French phone numbers through listening comprehension and role-play activities. ● Combine words and phrases to respond to spontaneous and practiced interview questions. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2</p>	<p>Identifying and Describing Friends and Family</p> <p>Celebrating Birthdays and Milestones</p>	<ul style="list-style-type: none"> ● Identify numbers to 100 through direct instruction, hands-on and digital games, the textbook, listening comprehension activities and authentic advertisements. ● Incorporate numbers through 100 during dialogues, role-plays, interviews, and short written responses. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	<p>3 weeks</p>

<p>7.1.NL.PRSNT.3 9.4.8.CI.3 RST.6-8.2 NJSLSA.W4</p>		<ul style="list-style-type: none">● Identify friends and family members through textbook explanations, guided readings, picture prompts, and listening activities.● Introduce friends and family members through guided oral and written activities, independent activities, and role-plays.● State the age, nationality, and origin of others through guided oral and written activities, brief compositions, listening comprehension, and role-plays.● Construct questions about others through guided and spontaneous interview activities.● Differentiate between masculine and feminine adjectives and articles through choral response, guided oral and written activities, and listening comprehension.● Show possession and relationships through textbook guided oral and written activities, listening comprehension, and authentic video activities.● Compare the French family unit and milestone celebrations in France to those in the U.S. through	
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		authentic videos and readings, class discussions, and listening activities.	
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Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts</i>	<i>Notes</i>
Discovering French Bleu: Première Partie (text)	
DFB audio program, video program, Activités pour Vous, Workbook	
<i>Images</i> - Leveled readings, authentic articles	
Teacher made resources and activities	
Youtube- authentic videos	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
<p>Specific Strategies and Practices that Support Students with Disabilities:</p> <p><i>Specific examples applied to the unit</i></p> <ul style="list-style-type: none"> ● Use of visual and multisensory formats ● Organizational support ● Teacher repeating conversations/directions after native speakers for clarity ● Use of prompts ● Modification of content and student products

- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2: Food and Feasts

Unit Summary: Students will learn how to identify French foods, order food and drink in a restaurant or café, prepare various French specialities, pay for items, compare French and American mealtimes and shopping trends, and compare French and American holiday traditions and celebrations.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CP.1: Compare prices for the same goods or services

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

8.1.2.AP.4: Break down a task into a sequence of steps.

<p>Reading: RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>Writing: NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>Unit Essential Questions: How does culture influence food choices? Can food define a culture? How is culture expressed in everyday traditions and practices? How do family milestones and holiday celebrations differ from culture to culture?</p>	<p>Unit Enduring Understandings: Learning a different language/culture leads to greater understanding of one's own language and culture. Language learning involves acquiring strategies to fill communication gaps. Cultural perspectives are gained by using the language and through experience with its products and practices. Geography and tradition influences our society, its institutions and products.</p>
<p>Students will know vocabulary related to:</p> <ul style="list-style-type: none"> - Foods and Drinks - Restaurants and Cafés - Money/Prices - Cooking - Restaurant staff - Hunger and Thirst - Wants/Requests - Idiomatic Expressions 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify common French foods and drinks - Order food and drinks in a restaurant - Understand and explain the Euro - Compare the Euro to the American dollar and the Canadian loonie - Make requests - Ask for and pay the check - Say please and thank you - Express hunger and thirst

	<ul style="list-style-type: none">- Prepare French foods- Understand how a French kitchen operates- Compare meals and meal times in France to mealtimes in the U.S.- Compare where teens in France and the U.S. go for snacks- Utilize the target language in both writing and speaking- Comprehend the target language in both reading and listening- Paraphrase/summarize text and audio in the target language- Use idiomatic expressions appropriately- Synthesize syntax and vocabulary accurately to produce the target language
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Stage 2 Assessment Evidence

Summative Assessments:

La Carte Française- menu project

Au café- Comprehensive role-play/skit

Formative Assessments:

Vocabulary quizzes

Mots du jour quizzes

Dialogue/Role-Plays

Skits

Teacher observation during class activities
 Listening comprehension
 Writing prompts
 Stations (Circuit)
 Reading comprehension
 TPR
 Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments:
 Au café- Comprehensive role-play/skit

Alternative Assessments:
 La Carte Française- menu project
 Au café- Comprehensive role-play/skit

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4	Ordering Foods and Drinks Preparing French Foods	<ul style="list-style-type: none"> Name and identify common foods and drinks in target language through picture prompts, hands-on activities, digital games, and textbook. 	<i>4 weeks</i>

<p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 8.1.2.AP.4</p>		<ul style="list-style-type: none"> ● Identify expressions related to food, cooking, and dining through listening comprehension activities, authentic readings, the textbook, picture prompts, and video/audio programs. ● Explain the French café scene through authentic readings and video programs. ● Compare the foods that French teenagers commonly enjoy to those of their American counterparts through listening comprehension, video clips, and authentic readings. ● Comprehend texts and conversations containing target vocabulary. ● Respond to questions in both oral and written form using target vocabulary. ● Combine target vocabulary and previously learned vocabulary to speak and write about food. ● Recognize various French dishes through hands-on learning, video presentations, and live demonstrations. ● Experience classic French foods through tasting events. 	
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		<ul style="list-style-type: none"> ● Create French dishes through hands-on demonstrations and video tutorials. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Request and take food orders through role-plays and dialogues. ● Differentiate between the different ways to say “please” depending on to whom one is speaking through textbook tutorials, listening comprehension, guided oral practice, and role-plays. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.3 7.1.NM.PRSNT.4 9.1.2.CAP.1 RST.6-8.2</p>	<p>Comparing French and American Mealtimes and Food Trends</p>	<ul style="list-style-type: none"> ● Identify mealtimes and shopping habits of the French through authentic readings, video presentations, picture prompts, and listening comprehension activities. ● Compare how Americans and Europeans shop for food through visuals, authentic readings and videos, and class discussions. ● Role-play shopping for food using target vocabulary. 	<p><i>2 weeks</i></p>

		<ul style="list-style-type: none"> ● Identify the roles of the various chefs in the kitchen of a French restaurant through reading comprehension, picture prompts, and video clips. ● Describe the responsibilities of a French kitchen staff through authentic readings and films. ● Differentiate between where and when American teenagers eat and where and when their French counterparts eat through guided readings, listening comprehension, class discussions, and closed research. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Give examples of contributions of various ethnic and International groups to the French “foods scene” through guided authentic readings and video clips. ● Validate the contributions of various ethnic and International groups to the French “foods scene” through class discussions and debates. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p>	<p>Using and Understanding French Currency</p>	<ul style="list-style-type: none"> ● Identify French Euros and Centimes through picture prompts, hands-on activities, listening comprehension, textbook, and readings. 	<p><i>3 weeks</i></p>

<p>7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 9.1.8.CP.1 NJSLSA.W3</p>		<ul style="list-style-type: none"> ● Categorize French Euros and Centimes through hands-on activities and digital games. ● Explain the French Euro system in both oral and written form. ● Use Euros and target vocabulary to pay for items and make change through guided conversations and role-plays. ● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues. ● Compare and contrast the Canadian Loonie to the French Euro through listening comprehension, reading comprehension, class discussions and hands-on demonstrations. ● Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	
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		<ul style="list-style-type: none"> Request and pay the check at a restaurant through role-plays and scripted dialogues. 	
7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.3 7.1.NM.PRSNT.4	Recognizing French Holidays and Celebrations	<ul style="list-style-type: none"> Identify French holidays, celebrations, and traditions through video clips, textbook cultural notes, authentic readings, and picture prompts. Detail traditional celebrations through class discussions, guided oral practice, and writing prompts. Compare American and French celebrations of the same holidays through class discussions, hands-on projects, guided readings, and video tutorials. Identify vocabulary and expressions associated with holidays through daily “mots du jours”. Create memorabilia and authentic decorations associated with various French holidays and celebrations through hands-on activities. 	<i>1 week</i>

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Discovering French Bleu: Première Partie	
DFB audio program, video program, Activités Pour Vous, Workbook	
Teacher made resources and activities	
Manipulatives and Realia	
French films and Cooking Shows	
Digital Tools and Subscriptions- YouTube, Gimkit, Quizlet. Blooket, Kahoot, Google Classroom, Google Slides	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Use of assisted technology
- Use of prompts
- Hands-on activities
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Tiered questions and activities

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Supplemental readings and activities
- Inquiry-based instruction

- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Comparing the French language to their native language
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3: Day In/Day Out

Unit Summary: Students will be able to express the time and date, describe the weather and climate of French speaking countries, understand and use the 24 Hour Clock, inquiry as to what time events take place, celebrate Mardi Gras, and explore New Orleans.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Climate Change: (*Science, CS, CLKS, VPA, SS, WL*) Embedded in learning activities or leave here

Unit Essential Questions:

Unit Enduring Understandings:

<p>How can I become a more effective reader, writer, speaker and listener in languages other than English?</p> <p>How does the language I'm studying help me to better understand my native language?</p> <p>How does time play a role in influencing a society?</p> <p>How is culture expressed in everyday traditions and practices?</p>	<p>Learning a different language/culture leads to greater understanding of one's own language and culture.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Cultural perspectives are gained by using the language and through experience with its products and practices.</p> <p>Geography and tradition influences our society, its institutions and products.</p> <p>The concept and value of time varies from culture to culture.</p>
<p><u>Students will know vocabulary related to:</u></p> <p>Numbers through 60</p> <p>Expressions of time</p> <p>Days of the Week</p> <p>Months of the Year</p> <p>The Date</p> <p>Weather</p> <p>Climate</p> <p>Seasons</p> <p>New Orleans Landmarks and Points of Interest</p> <p>Mardi Gras</p> <p>French idiomatic and daily expressions</p>	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <p>Express the time in American format and 24 hour clock</p> <p>Inquire about and express at what time events take place</p> <p>State the time of day</p> <p>Identify the days of the week</p> <p>Identify the months of the year</p> <p>Express the date</p> <p>Discuss birthdays</p> <p>Give the dates of various French and American holidays</p> <p>Discover New Orleans and explain the city's history</p> <p>Celebrate Mardi Gras and explain its significance</p> <p>Describe the weather in the U.S. and in France</p>

	<p>List the seasons</p> <p>Describe the weather in each season</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Compare one's own culture, rituals, celebrations and lifestyles to those of teenagers in French speaking countries</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Use idiomatic expressions appropriately</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>
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Stage 2 Assessment Evidence

Summative Assessments: Unit 3 Test: listening comprehension, vocabulary recall, written expression
Weather Window Project: Students depict and describe the weather in four seasons.

Formative Assessments: Mot du jour quizzes
Vocabulary and content quizzes
Oral exams
Paired conversations
Stations (circuit)
Teacher observation during class activities
Listening comprehension
Writing prompts
Speaking prompts

Paired conversations
 TPR
 Reading comprehension
 Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments: Unit 3 Test

Alternative Assessments: Oral Interview- Time and Date
 Weather Broadcast

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<p><i>(Number Only)</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3</p>	<p>Telling Time Explaining When Events Take Place</p>	<ul style="list-style-type: none"> Recognize numbers through 60 through listening comprehension activities, readings, and textbook explanations. Identify vocabulary related to time through listening comprehension activities, picture prompts, hands-on activities, textbook, and guided readings. Express the time using target vocabulary in guided oral and written activities. 	<p>3 weeks</p>

		<ul style="list-style-type: none">● Converse about what time events take place through role-plays.● Identify expressions of time through picture prompts and conversations.● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues.● Explain the process for using and interpreting the 24 hour clock through direct instruction, video modules, listening comprehension, and guided conversations.● Compare the 24 hour clock system to standard American time.● Identify countries that use the 24 hour clock system.● Debate the advantages and drawbacks of each system for telling time.● Comprehend native speakers as they discuss the time and at what time events take place.● Respond to questions posed by native speakers using target vocabulary.	
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		<ul style="list-style-type: none"> ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPERS.1: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.5 RST.6-8.2 9.4.8.CI.3 9.4.8.IML.13 8.1.2.NI.1 8.1.2.NI.2</p>	<p>Exploring New Orleans</p> <p>Celebrating Mardi Gras</p>	<ul style="list-style-type: none"> ● Locate New Orleans and Louisiana on a U.S. map. ● Explain from where the first settlers of Louisiana came, through guided reading comprehension and class discussion. ● Understand the significance of Mardi Gras through video presentations, class discussions, and hands-on activities. ● Give examples of customs and components of a Mardi Gras celebration through video presentations, authentic readings, picture prompts, and digital games. ● Participate in a Mardi Gras celebration through mask creation, float making, and sampling of king cake. ● Compare Mardi Gras celebrations in New Orleans to similar celebrations in other parts of the U.S. and throughout the French speaking world through reading comprehension, guided research, and listening comprehension activities. 	<p><i>1 weeks</i></p>

		<ul style="list-style-type: none"> ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 RST.6-8.2</p>	<p>Expressing the Day and Date</p>	<ul style="list-style-type: none"> ● Identify the days of the week and the months of the year through choral response, hands-on and digital games, listening comprehension activities, textbook activities, and songs. ● Comprehend native speakers when they discuss the day and date. ● Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays. ● Recognize the format for the date in French through textbook/cultural readings and advertisements. ● Associate French holidays with their respective date through guided written and oral activities. ● Combine words and phrases to respond to spontaneous and practiced interview questions. 	<p><i>2 weeks</i></p>

		<ul style="list-style-type: none"> ● Express one’s own birthday and inquire about the birthdays of others through guided oral practice and role-plays. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 9.4.8.IML.12 RST.6-8.2 NJSLSA.W4</p>	<p>Discussing the Weather and Seasons</p>	<ul style="list-style-type: none"> ● Identify weather expressions through direct instruction, hands-on and digital games, textbook explanations, listening comprehension activities, and authentic advertisements. ● Forecast the weather through role-plays and guided dialogues. ● Explain how climate change impacts daily weather trends through authentic readings and video presentations. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Compare the weather in the United States to the weather in French speaking countries through authentic readings/advertisements, textbook cultural notes, video presentations, and class discussions. 	<p>2 weeks</p>

		<ul style="list-style-type: none"> • Discuss how weather impacts activities through guided readings, listening comprehension and authentic advertisements. • Identify the four seasons through choral response, hands-on activities, and picture prompts. • Describe the weather in various seasons in different U.S. cities through guided speaking and writing activities. • Comprehend conversations and narratives in which native speakers discuss the weather. 	
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Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts</i>	<i>Notes</i>
Discovering French Bleu: Première Partie (text)	The date in which Mardi Gras is celebrated varies each year, by up to a month, so the exact timing of the Mardi Gras/New Orleans component of this unit will vary as well.
DFB audio program, video program, Activités pour Vous, Workbook	
<i>Images</i> - Leveled readings, authentic articles	
Teacher made resources and activities	
Manipulatives and Realia	

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Discovering French Bleu: Première Partie (text)	The date in which Mardi Gras is celebrated varies each each, by up to a month, so the exact timing of the Mardi Gras/New Orleans component of this unit will vary as well.
DFB audio program, video program, Activités pour Vous, Workbook	
<i>Images</i> - Leveled readings, authentic articles	
Teacher made resources and activities	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides, Youtube	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Hands-on learning
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Frequent checks for understanding
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Making connections between French and Spanish vocabulary and grammar.

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #4: School Life and Leisure Activities

Unit Summary: Students will communicate about their daily activities and school life, while comparing and contrasting leisure activities and school life of U.S. students to those of students in French speaking countries.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcras for target language acquisition that enables comprehension in the target language.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Unit Essential Questions:

How do my after school activities differ from those of students in the Francophone worlds?

How do cultural beliefs influence free time?

How is education valued differently in various countries/cultures?

Unit Enduring Understandings:

Cultural perspectives are gained by using the language and through experience with its products and practices.

Leisure activities and pastimes are affected by geography and vary throughout the regions of the world.

People around the world live differently depending on factors such as culture, geography, and tradition.

Sports bring together the people of a culture or country.

<p><u>Students will know vocabulary related to :</u></p> <p>leisure activities parts of the body sports conjugations of regular er verbs in the present tense verb + infinitive irregular verbs (avoir, pouvoir, devoir, vouloir) preferences negation invitations wishes phone etiquette adverbs of ability and frequency subject pronouns common vs. proper nouns casual questions with est-ce que French idiomatic and daily expressions classroom objects school subjects school facilities</p>	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <p>Conjugate regular er verbs in the present tense Discuss sports and leisure activities State preferences Express negation Except and decline invitations Replace common and proper nouns with appropriate subject pronouns in the target language Ask and respond to questions about likes and dislikes Converse on the telephone in French Compare and contrast cell phone etiquette in France to that in the U.S. Describe the objects in a classroom State subjects studied at school Compare course offerings in French middle schools to those in U.S. middle schools Compare French school buildings to American school buildings. Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Compare their school life, leisure activities, and lifestyles to those of teenagers in French speaking countries Paraphrase/summarize text and audio in the target language Use idiomatic expressions appropriately Synthesize syntax and vocabulary accurately to produce the target language</p>

Stage 2 Assessment Evidence

Summative Assessments: Composition: En vacances
Speaking Performance Assessment

Formative Assessments: Mot du jour quizzes
Vocabulary quizzes
Conjugation quizzes
Q&A sessions
Dialogues
Role-plays
Monster creation
Teacher observation during class activities
Listening comprehension
Independent writing
Guided writing
TPR
Reading comprehension
Schedule creation
Color by number creation and completion

Common Benchmark Assessments:
Speaking Performance Assessment

Alternative Assessments: Composition: En vacances
Speaking Performance Assessment

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<p><i>(Number Only)</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 WHST.6-8.4. 8.1.2.NI.1</p>	<p>Describing Daily Activities Stating Preferences</p>	<ul style="list-style-type: none"> ● Identify parts of the body through listening comprehension activities, authentic songs, TPR, digital and hands-on games, and reading comprehension ● Create a French monster using target vocabulary, previously learned vocabulary, and listening comprehension skills. ● Identify daily activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games. ● Identify vocabulary related to preferences through textbook exercises, picture prompts, digital games, and listening activities. 	<p>4 weeks</p>

		<ul style="list-style-type: none">● Converse about likes and dislikes through guided paired conversations, textbook exercises, and role plays.● State preferences in written form through guided textbook exercises, writing prompts, and short compositions.● Express volition using the verb “vouloir” through guided speaking and writing activities.● Compare and contrast common leisure activities of French students to their American counterparts.● Explain which activities are appropriate and available based on location and time of year.● Compare sports played in French speaking countries to those played in the U.S.● Comprehend authentic letters written by French students detailing how they spend their free time.● Respond to letters written by French students detailing one’s own leisure activities.● Comprehend native speakers as they discuss their activity preferences.	
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		<ul style="list-style-type: none"> ● Respond to questions posed by native speakers using target vocabulary. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Compose a short composition about vacation preferences and activities. 	
<p>7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1: 7.1.NM.IPERS.1: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 RST.6-8.2 8.1.2.NI.1 8.1.2.NC.2</p>	<p>Accepting and Declining Invitations Phone Etiquette</p>	<ul style="list-style-type: none"> ● Identify target vocabulary related to invitations through textbook explanations, picture prompts, listening comprehension and reading activities. ● Invite others to take part in events through guided paired conversations and role-plays. ● Accept and decline invitations through guided paired conversations and role-plays. ● Comprehend native speakers as they offer, accept, and decline invitations. ● Recognize synonyms and incorporate them into daily speaking. 	<p><i>2 weeks</i></p>

		<ul style="list-style-type: none"> ● Express regret and give excuses using target vocab in role-plays, guided conversations, and written statements. ● Explain French cell phone etiquette and compare it to American cell phone etiquette. ● Identify greetings, leave takings, and vocabulary specific to phone conversations through textbook cultural readings. ● Role-play conversing with a friend and a friend’s parent on the phone using target vocabulary and proper etiquette. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3</p>	<p>Discussing What People are Doing</p>	<ul style="list-style-type: none"> ● Identify French subject pronouns through textbook tutorials, graphic organizers, listening comprehension activities, authentic readings, hands-on and digital games. 	<p><i>3 weeks</i></p>

<p>7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 RST.6-8.2 9.1.8.PB.5 WHST.6-8.4.</p>		<ul style="list-style-type: none">● Differentiate between common and proper nouns in French through direct instruction, listening comprehension, guided oral and written activities, hands-on and digital games.● Decide and justify which subject pronouns replace various French common and proper nouns through guided oral and written activities, independent written activities, cooperative learning, and Q&A sessions.● Recognize conjugations of regular er verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.● Conjugate regular er verbs in order to discuss the activities of oneself and others.● Communicate about activities and pastimes through role-plays and paired conversations.● Comprehend native speakers as they discuss their activities and the activities of others.	
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		<ul style="list-style-type: none">● Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities.● Comprehend text using target vocabulary (subject pronouns and er verbs in their conjugated forms.)● Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays.● Participate in oral interviews using current and previously learned vocabulary and grammatical structures.● State what people are not doing using negation through guided oral and written practice.● Combine words and phrases to respond to spontaneous and practiced interview questions.● Identify adverbs of frequency and ability through textbook tutorials, hands-on games, digital programs, and listening comprehension activities.	
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		<ul style="list-style-type: none"> ● Express how frequently or how well various people complete activities using target vocabulary through Q&A sessions, paired conversations, interviews, picture prompts, and role-plays. ● Create comprehensive sentences from a selection of given words and phrases through sentence puzzles. ● Compose short compositions detailing what people do and don't do, how well and how frequently they do activities, and the scenarios in where the activities are completed. 	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 9.1.8.EG.5	Comparing French and American Schools	<ul style="list-style-type: none"> ● Identify classroom objects through picture prompts, realia, textbook tutorials, listening comprehension, readings, hands-on games and activities and digital programs. ● State what items are located in the French classroom through oral and written activities. ● Decide what classroom objects are needed in order to perform certain school related tasks through writing prompts. 	3 weeks

<p>9.1.8.PB.5 RST.6-8.2 WHST.6-8.9</p>		<ul style="list-style-type: none">● Discuss items brought to school daily through Q&A sessions, hands-on activities, and paired conversations.● Identify colors through picture prompts, textbook tutorials, listening comprehension, readings, hands-on games and activities and digital programs.● Express the colors of various items in the classroom through oral activities, role-plays, and games.● Create and complete a French color by number and its key.● Comprehend native speakers as they discuss classroom objects through listening comprehension activities.● Comprehend texts including target vocabulary.● Identify school subjects through picture prompts, listening comprehension, textbook, hands-on activities and digital games.● Create a schedule detailing one's school day.● Compare and contrast French secondary schools to American ones through authentic readings, letters from French students, textbook cultural notes, and video programs.	
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		<ul style="list-style-type: none"> • Compare and contrast French secondary school course offerings and facilities to American ones through authentic readings, letters from French students, textbook cultural notes, and video programs. • Judge and debate which school system is preferable. • Explain how diversity influences school culture and course offerings through authentic readings, textbook cultural notes, video presentations, and class discussions. 	
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Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts</i>	<i>Notes</i>
Discovering French Bleu: Première Partie (text)	
DFB audio program, video program, Activités pour Vous, Workbook	
<i>Images</i> - Leveled readings, authentic articles, letters	
Teacher made resources and activities	
Manipulatives and Realia	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides, Youtube	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Hands-on learning
- Organizational support
- Chunking of information
- Teacher repeating conversations/directions after native speakers for clarity
- Frequent checks for understanding
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Supplemental readings

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Comparing French vocabulary and grammatical structures to Spanish ones